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| Title: Major Scales and its Vocabulary | | Instructor: Joel Tucker | |
| School: Wake Forest High School | | WCPSS email: [jtucker3@wcpss.net](mailto:jtucker3@wcpss.net), | |
| C-MAPP unit: N/A | |  | |
| Level of Learner:  Beginner | Length of Unit/Lesson:  1-1/2 hours | | Setting designed for:  Band Classroom |
| Essential Standards:   |  |  | | --- | --- | | B.ML.1.1 | Use steady tone while performing music. |  |  |  | | --- | --- | | B.ML.1.2 | Illustrate the fundamental techniques of singing or playing an instrument properly with a diverse and varied repertoire of music. |  |  |  | | --- | --- | | B.ML.2.1 | Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters. |  |  |  | | --- | --- | | B.ML.2.2 | Interpret standard notation symbols for pitch. |  |  |  | | --- | --- | | B.ML.2.3 | Recognize standard notation symbols for basic elements of music, such as pitch, rhythm, dynamics, tempo, articulation, and expression. | | | | |
| Instructor Materials:  White Board  Piano  Major Scale half step/whole step handout  Laptop, projector  www.musictheory.net | | | |
| Band Vocabulary:  Half Step, Whole Step, Sharp, Flat, Natural, Arpeggio, Octave, Scale Degrees (1-8), Key Signature, Tone, Pitch, Intonation, Note, Staff, Clef (treble, bass) | | | |
| Academic Vocabulary:  Ascending, Descending, Reading | | | |
| Lesson:   1. Discuss half steps, whole steps, scale degrees, major scale pattern, flats/sharps 2. Go to [www.musictheory.net/lessons](http://www.musictheory.net/lessons) 3. Select “Major Scales” 4. Go through online lesson 5. Give examples of major scales on white board/play several examples on piano 6. Have students come to board and create suggested major scales 7. Explain scale degrees 8. Explain arpeggios/play examples on piano 9. Have students play major scales/arpeggios examples on their instruments 10. Have students circle arpeggios on the board in different colors | | | |
| Differentiation :   * Lower level learners: Slow down pace of lesson and cover less during class period * Higher level learners: Speed up pace of lesson and cover more during class, or give extra handouts to reinforce lesson | | | |
| Assessment:   * Play examples of scales (major, all 3 forms of the minor scale) and have students aurally identify major scales * Have students play major scales individually on their instrument * Have students write out a major scale and arpeggio on staff paper and hand in for assessment | | | |
| Resources for this unit/lesson:   * [www.musictheory.net](http://www.musictheory.net) * Major Scales handout (self created) | | | |